



Shrewsbury Public Schools

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Special Education ~ Intensive Special Needs Services Report to the Shrewsbury School Committee January 18, 2012

Introduction

Shrewsbury Public Schools provides a variety of intensive special needs services and programs across the district. Typically, intensive special needs services and programs can be described by two ways in which services can be delivery based on students needs:

1. Services that are delivered outside of the general education classroom for more than 75% of their educational program – high need
2. A combination of services received both in the general education class and outside of the class between 25 and 75% of their educational program – moderate need.

The type of service and the amount of time spent in the general education class and outside of the general education class varies greatly depending on the individual needs of the student. Services are determined initially through an evaluation process and the team determining what services are needed in order for the student to make effective progress towards their goals.

Services can range from delivering one to all of the following services: specialized instruction delivered by a special education teacher, speech and language therapy, occupational therapy, physical therapy, vision therapy, orientation and mobility instruction, teacher of the deaf, music therapy, clinical services, assistive technology, augmentative communication, psychological services, counseling, or other specialized services unique to the students disability.

The following provides a brief description of the intensive special education services available by grade level. There will be specific descriptions of these services for each school later in the report.

Kindergarten-Grade 4

Co-Taught Programs: The Co-taught program was first implemented at Floral Street school in 2009 to minimize the need or students to go out of district due to their disabilities and challenges accessing the curriculum. The program began in a first grade classroom that looped to the second-grade the following year.

The program operated across two classrooms, with two general education teachers and a special educator forming a co-teaching team; this team was supported by a full-time special education paraprofessional as well. Identified students were placed in each classroom; common instructional space and flexible grouping was used in order to maintain cohesiveness and appropriate levels of service. In 2011, the co-taught program shifted to the 3rd and 4th grades where that will now become a looping program preparing students to enter Sherwood's co-taught program should they still require this intensive service.

This program provides a number of advantages and opportunities for best practice not available under the typical staffing structures:

- Provides a more truly inclusive setting while also being responsive to individual and group needs. Students with special needs will spend more time learning alongside their typical peers.
- Students' schedules are far less fragmented due to receiving a much higher proportion of their services within the classroom. This is a critical support to our students who typically need the most consistency.
- Consistent contact throughout the day increases capacity for consultation and meaningful collaboration between the service providers. Largely shared preparation periods during the school day also allows for consistent collaboration for strategic modifications and near seamless delivery of content instruction.
- Significantly increased access to small-group instruction, with more responsibility for instruction shifting from paraprofessionals to professional educators, particularly for new content.
- A unique combination of flexibility in delivery of service with increased predictability in the environment for students, as the main service provider's schedule will not be dependent on schedules of other general education classrooms.
- Increased ability to synthesize content instruction with special education services and techniques.
- Increased student independence in a supportive environment.
- Full access to all general education supports, including "response to intervention" strategies developed through normal data based instruction, as well as Title I support for reading.

Learning Skills: Learning skills programs provide direct special education services, typically in language arts and/or mathematics, to students with diagnosed learning disabilities who require varying levels of skill development. All students who receive learning skills services remain included in their grade-level regular education classrooms for all subjects, but require remediation of certain basic skills and pre-teaching/re-teaching of grade-level material. The time spent in the learning skills program depends on the individual student's needs. A variety of instructional techniques are utilized including structured, multi-sensory reading and math programs. There are learning skills programs in all of the elementary schools and Beal.

Intensive Learning Center: Students in the intensive learning center program are included in their grade-level regular education class, but with a higher level of modification to the academic work than students in the learning skills program. Their educational program places a greater emphasis on the acquisition of basic reading, language and math skills.

Some students require essential reading, writing, and/or math instruction that is taught exclusively in the intensive learning center. Currently, there are intensive learning center programs at Coolidge, Floral Street and Paton Elementary Schools.

Elementary Learning Center (ELC): The Elementary Learning Center, ELC, is designed for students diagnosed with Autism Spectrum Disorders or similar developmental profiles who require 60% or more time in a specialized classroom in order to make effective progress in school. A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. Integration into the regular education setting is determined by the student's IEP. ELC program coordinators supervise the direct teaching staff and coordinate all student services. Currently, there is an ELC program at Beal Early Childhood Center which is called the Early Learning Center due to the age of the students. There are two Elementary Learning Center classrooms at Floral Street School and one at Spring Street School.

Grades 5-12

Co-Taught (grade 5 & 6): Students who were at risk and present a similar profile to students with Language Based Learning Disabilities are identified for this program to prevent out of district placement. Students are placed on a two-person team with two regular education teachers, one special education teacher and a paraprofessional. The same principles of co-teaching methodologies apply as stated in the Floral Street program.

Learning Skills: Learning skills programs provide special education services to students who have diagnosed learning disabilities and require varying degrees of skill development in the areas of reading, math and writing. The goal of learning skills is to help students become independent learners in the regular education setting with a focus on organizational skills, self-advocacy, and study skills. Some students participate in instruction exclusively in Essential Classes for math, English language arts, and Science.

Life Skills Program 5-12: The focus of this program is to provide an age appropriate, functional and inclusive education for students with moderate to intensive special needs. The curriculum includes reading, writing, math, functional life skills, activities of daily living, and pre-vocational training. Science and social studies are taught either in the life skills program or in the regular education setting with modifications. Integration into the regular education setting is determined by the student's IEP. Positive outcomes for transition into adult services are a priority at the high school. There are life skills programs at both middle schools and the high school.

Related service options

The following list of related service providers is not exhaustive; it merely represents staff the district employs to provide services to students.

ELC Coordinator: These professionals coordinate the school-based programs for students diagnosed with autism spectrum disorder. They hire, train and supervise the children's one to one aide or ABA (Applied Behavior Analysis) technicians who administer the individually designed programs. The ELC coordinators work closely with the speech and language pathologists, occupational therapists and school psychologist when designing programs. They also conduct clinics for parents to help them adapt the methods being used in school to the home environment, which is critical to helping the children generalize the skills they are learning.

Speech and Language Pathologist: Speech and language pathologists identify communication disorders and provide the help that children need to build their language literacy skills. They provide classroom-based services, co-teach with classroom teachers and reading specialists, and work with students who are at risk for learning difficulties and with children who are experiencing academic failure. The speech and language pathologists also work with individual students who have significant language delays and/or speech impairments.

Occupational Therapist: It is the role of the OT to evaluate a child for issues such as fine motor development, postural stability, sensory processing skills, attention, motor planning, visual perceptual function, writing / drawing ability, or self-care skills and, if necessary, to develop a plan for appropriate intervention. The occupational therapists provides feedback to the teacher and/or child specific aide and the parent so the work may continue beyond the OT sessions.

Physical Therapist: It is the role of the PT to evaluate a child for issues with gross motor development and activities that prevent or limit a student's ability to access their educational program and to develop a plan for appropriate intervention. The physical therapist provides feedback to the teacher and/or child specific aide and the parent so the work may continue beyond the PT sessions.

School Psychologist: The school psychologists are responsible for assessing students who are initially referred to special education and re-evaluating students who are receiving services a minimum of every three years.

They also meet with individual and small groups of students to provide counseling services. When possible, the school psychologists at the middle school levels see individual students for counseling. Since there are no adjustment counselors at the high school, the school psychologists there provide both the evaluation and counseling services for all students.

Adjustment Counselor: These professionals meet with individual and small groups of students to help them with school and home issues that may prevent the student from achieving his/her academic potential. The adjustment counselors interact regularly with teachers, parents, and administrators in an effort to help the students. They may also interact with representatives from Department of Social Services, Department of Youth Services or probation. There is one adjustment counselor in each middle school grade, each of whom "loops" within the school over a two-year cycle (Grades 5 & 6 and Grades 7 & 8) in order to maintain relationships for a longer period of time.

Clinical Coordinator: The clinical coordinator is a full time Master's level Behavior Analyst who works across the district. This role supports students in regular education and special education requiring clinical services and support. The clinical coordinator's primary responsibility in regular education is to assist the classroom teacher identify students who may be engaging in challenging behaviors that interfere with learning, conduct a Functional Behavior Assessment, develop Positive Behavior Support Plans, train staff to implement the plans, and follow-up when needed. The primary responsibility in special education is to develop procedural consistencies, develop accountability and reliability procedures, supervise home support programs, consult to district wide programs, and provide professional development.

Parker Road Preschool

Intensive Preschool Program: The Shrewsbury Public School district provides preschool education, as required by the Individuals with Disabilities Act (IDEA), for children evaluated by the district and identified as having a disability and eligible for special education. IDEA requires that children with disabilities be educated with children who are not disabled to the “maximum extent possible”. To meet this requirement the district has integrated classrooms (includes children with and without disabilities) in which to provide special education. Some children, due to the severity of their disability, learn in substantially separate settings outside of the integrated classrooms for the majority of their school day.

Empirical research demonstrates that brain development occurs most rapidly during the first years of life and that with early identification and intervention deficits in development can be remediated in preschool years. Helen Charlupski and Mark McQuillan of the EDCO collaborative support early intervention because, as they say, *we know that high-quality early education helps special needs students prepare for a mainstream experience in such a way that their need for extra support is reduced in the long run, improving their education and reducing the likelihood of more expensive services in the upper grades.*

The Intensive Special Education Preschool Classroom: This classroom provides programming for children with diagnosed syndromes, medical needs, and severe delays in all areas of development. The curriculum is individualized for each child and provides an emphasis on functional life skills including walking, occupational, basic communication, self-care, cognition, and social-emotional development. The children participate in an integrated morning program with typically developing peers to target generalization of skills and in a substantially separate program in the afternoon for direct instruction and therapy.

Early Learning Center (ELC): Students with Autism Spectrum Disorder or similar developmental profiles who require intensive instruction are enrolled in Parker Road’s Early Learning Center (eLC) Classroom 1 or eLC Classroom 2. The eLC Classroom 1 is designed to provide 1:1 intensive discrete trial teaching as well as functional skill development and generalization.

eLC Classroom 2 is designed to provide 1:1 and small group teaching with a focus on language pragmatics and social skills. Instruction in both classrooms is based on the principals of Applied Behavior Analysis (ABA) and is closely monitored by two eLC Program Coordinators. These coordinators also work closely with students’ families through a monthly clinic model, which allows for carryover of skill development from school to home. Students enrolled in the eLC also participate in the integrated classrooms according to their IEPs.

Total # of Students Receiving Special Education Services	Total # of Students Identified with Moderate Needs Requiring Intensive Services	Total # of Students Identified with High Needs Requiring Intensive Services	# of students in the ELC Program	# of Special Education Teachers	Total # of Special Education Aides	Total # of ABA Technicians
56	19	11	13	9.6	13.5	12
% of Moderate and Intensive Special Needs	53%					

Beal Early Childhood Center

Intensive Special Education: Students who are supported in this model receive the majority of their academic instruction and related services outside of the general education curriculum. Direct instruction may include academics, life skills and other daily living skills (play, cooking, safety, etc.), social skills, behavioral interventions, and sensory integration. Students may be diagnosed with one or the following disabilities: cognitively impaired, developmentally delayed, multiple disabilities, Autism spectrum disorder, intellectually impaired.

Early Learning Center (ELC): A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. Integration into the regular education setting is determined by the student's IEP. ELC program coordinators supervise the direct teaching staff and coordinate all student services.

Description of types of services: Students who participate in either of these programs may receive the following services, instruction, and/or staffing if necessary: ABA technicians, child specific aide, sign language, use of augmentative communication devices, assistive technology, speech and language, occupational therapy, physical therapy, feeding, toileting, behavior management with related plans, social skills, reverse inclusion, adaptive physical education, discrete trials.

Total # of Students Receiving Special Education Services	Total # of Students Identified with Moderate Needs Requiring Intensive Services	Total # of Students Identified with High Needs Requiring Intensive Services	# of students in the ELC Program	# of Special Education Teachers	Total # of Special Education Aides	Total # of ABA Technicians
50	13	11	10	3	5	9
% of Moderate and Intensive Special Needs	48%					

Spring Street Elementary

Intensive Special Education: Students who are supported in this model receive the majority of their academic instruction and related services outside of the general education curriculum. Direct instruction may include academics, life skills and other daily living skills (play, cooking, safety, etc.), social skills, behavioral interventions, and sensory integration. Students may be diagnosed with one or the following disabilities: cognitively impaired, developmentally delayed, multiple disabilities, Autism spectrum disorder, intellectually impaired.

Early Learning Center (ELC): A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. Integration into the regular education setting is determined by the student's IEP. ELC program coordinators supervise the direct teaching staff and coordinate all student services.

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46	24	4	11	3	3	10
% of Moderate and Intensive Special Needs	60%					

Paton Elementary

Learning Skills: Learning skills programs provide direct special education services, typically in language arts and/or mathematics, to students with diagnosed learning disabilities who require varying levels of skill development. All students who receive learning skills services remain included in their grade-level regular education classrooms for all subjects, but require remediation of certain basic skills and pre-teaching/re-teaching of grade-level material. The time spent in the learning skills program depends on the individual student's needs. A variety of instructional techniques are utilized including structured, multi-sensory reading and math programs.

Intensive Learning Center: Students in the intensive learning center program are included in their grade-level regular education class, but with a higher level of modification to the academic work than students in the learning skills program. Their educational program places a greater emphasis on the acquisition of basic reading, language and math skills.

Some students require essential reading, writing, and/or math instruction that is taught exclusively in the intensive learning center.

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46	32	0	0	3	8	0
% of Moderate and Intensive Special Needs	69%					

Floral Street Elementary

Co-Teaching: This program provides a number of advantages and opportunities for best practice not available under the typical staffing structures:

- Provides a more truly inclusive setting while also being responsive to individual and group needs. Students with special needs will spend more time learning alongside their typical peers.
- Students' schedules are far less fragmented due to receiving a much higher proportion of their services within the classroom. This is a critical support to our students who typically need the most consistency.
- Consistent contact throughout the day increases capacity for consultation and meaningful collaboration between the service providers. Largely shared preparation periods during the school day also allows for consistent collaboration for strategic modifications and near seamless delivery of content instruction.
- Significantly increased access to small-group instruction, with more responsibility for instruction shifting from paraprofessionals to professional educators, particularly for new content.
- A unique combination of flexibility in delivery of service with increased predictability in the environment for students, as the main service provider's schedule will not be dependent on schedules of other general education classrooms.
- Increased ability to synthesize content instruction with special education services and techniques.
- Increased student independence in a supportive environment.
- Full access to all general education supports, including RTI interventions developed through normal data based instruction, as well as Title I support for reading.

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included in their grade-level regular education classrooms for all subjects, but require remediation of certain basic skills and pre-teaching/re-teaching of grade-level material. The time spent in the learning skills program depends on the individual student's needs. A variety of instructional techniques are utilized including structured, multi-sensory reading and math programs.

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ELC: The Elementary Learning Center, ELC, is designed for students diagnosed with Autism Spectrum Disorders or similar developmental profiles who require 60% or more time in a specialized classroom in order to make effective progress in school. A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. Integration into the regular education setting is determined by the student's IEP. ELC program coordinators supervise the direct teaching staff and coordinate all student services.

Total # of Students Receiving Special Education Services	Total # of Students Identified with Moderate Needs Requiring Intensive Services	Total # of Students Identified with High Needs Requiring Intensive Services	# of students in the ELC Program	# of Special Education Teachers	Total # of Special Education Aides	Total # of ABA Technicians
87	48	5	15	6	11	12
% of Moderate and Intensive Special Needs	60%					

Coolidge Elementary

Learning Skills: Learning skills programs provide direct special education services, typically in language arts and/or mathematics, to students with diagnosed learning disabilities who require varying levels of skill development. All students who receive learning skills services remain included in their grade-level regular education classrooms for all subjects, but require remediation of certain basic skills and pre-teaching/re-teaching of grade-level material. The time spent in the learning skills program depends on the individual student's needs. A variety of instructional techniques are utilized including structured, multi-sensory reading and math programs.

Intensive Learning Center: Students in the intensive learning center program are included in their grade-level regular education class, but with a higher level of modification to the academic work than students in the learning skills program. Their educational program places a greater emphasis on the acquisition of basic reading, language and math skills.

Some students require essential reading, writing, and/or math instruction that is taught exclusively in the intensive learning center. Currently, there are intensive learning center programs at Coolidge, Floral Street and Paton Elementary Schools.

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41	21	1	0	3	4.5	0
% of Moderate and Intensive Special Needs	53%					

Sherwood Middle School

Essential Skills: Students in the Essential Skills program participate in a partial inclusion program. These students attend science and social studies classes with aide support in the general education setting. Some students are currently participating in a reading based science curriculum to improve their literacy skills. The majority of these students have small group instruction and a modified curriculum in math and language arts taught by a special education teacher. Some students in this program do attend general education math or language arts when appropriate.

Co-Taught Teaching Model: Currently, the co-taught teaching model is being implemented in both the 5th and 6th grade. This program includes a small cluster of students (no more than 8), who are participating in general education classes with the support of a special education teacher and aide. Students within this program are diagnosed with language- based learning disabilities. They begin the program reading at least 2-3 grades below grade level and all students receive integrated and individualized speech services, specialized structured reading programming and assistive technology support. The majority of curriculum based instruction takes place in an inclusive general education class. When significant curriculum modification is necessary, a substantially separate classroom is available for parallel curriculum lessons

Life Skills Program: Students in this program receive small group instruction in English Language Arts and Math with an emphasis on functional skill acquisition from a special education teacher in a separate classroom. The science and social studies assignments are modified to their level. They participate in a variety of activities in the general education classroom with a 1:1 aide or ABA tech. They receive life skills instruction in the areas of social skills, behavior support, prevocational training, cooking and daily living skills. Students in this program also take many trips into the community to apply the skills they are being taught. The goal is to teach skills that can be applied at the greatest level of independence.

Typically, students receive most of their instruction in a sub-separate class, with planned inclusion opportunities in science, social studies, homeroom, allied arts and lunch/recess. Curriculum is

individualized based on the student's Individual Education Plan and specific needs. These students all receive specialized speech and language services, some of the students currently receive Occupational Therapy, and adaptive physical education.

Total # of Students Receiving Special Education Services	Total # of Students Identified with Moderate Needs Requiring Intensive Services	Total # of Students Identified with High Needs Requiring Intensive Services	# of students in the Life Skills Program	# of Special Education Teachers	Total # of Special Education Aides	Total # of ABA Technicians
137	78	6	6	10	9	5
% of Moderate and Intensive Special Needs	61%					

Oak Middle School

Co-taught- Language Based LD in grade 7: Eight students in grade 7 who are serviced by a full time aide and special education teacher. All of these students have speech and language services and individual or small group decoding instruction. Each student uses assistive technology throughout the day for access to audio text and word processing for their written output. All text books, worksheets and notes are scanned or downloaded in to provide audio using Read To Go, Learning Ally etc. Students also all have google accounts using google docs for their written work. This allows the special education teacher to make corrections, add notes etc. to their work in progress. These students have a daily skills class to provide additional 1-1 instruction and small group review. The majority of the tasks and assignments are modified in some fashion to provide the audio component and help with their individual language processing deficits.

Essential Classes- Language Arts and Math: Twenty eight students in grade 8 and twenty two students in grade 7 attend one or both of the small group essential classes for ELA and Math. These are small classes of 7-10 students for each subject. These students are supported by a special education teacher for each grade and a full time aide. The aide often accompanies students to the on team science and social studies to provide accommodations in the larger class setting. Many of these students also have speech and language services, some have structured reading services to improve independent decoding skills. These students attend a daily skills class to provide review, reinforcement, re-teach of skills, organizational strategies and 1-1 assistance as needed. Students use iPads and laptops to assist with daily written language completion. Throughout the school year, as student confidence improves and skills develop, there is an opportunity to move from small group classes to regular education classes with additional special education support available within the large class.

Life Skills Program: This program presently serves four students whom are supported by an ABA Technician. An ELC Coordinator supervises and coordinates the program. There is one large

classroom utilized with kitchen facilities, laundry and small work spaces, and one small classroom for academic work. Student disabilities include emotional, autism, Asperger's Syndrome, often combined with significant medical issues. These students do not attend a regular homeroom. They start their day in life skills with the opportunity to make their own breakfast, work on independent living skills, and develop entry level academic skills that are all related to vocational skills, social interaction, and managing their environment. All of these students have speech and language services, adaptive physical education, OT services and assistive tech services during their week. Some students are non-verbal and have communication devices that assist them. Students who are able attend lunch, allied arts, and either a social studies or science class with their peers with varying levels of support, with the goal for each student to increase their level of independence.

Total # of Students Receiving Special Education Services	Total # of Students Identified with Moderate Needs Requiring Intensive Services	Total # of Students Identified with High Needs Requiring Intensive Services	# of students in the ELC Program	# of Special Education Teachers	Total # of Special Education Aides	Total # of ABA Technicians
136	100	3	4	7	7	3
% of Moderate and Intensive Special Needs	75%					

Shrewsbury High School

Learning Skills: Students are assigned one or two learning skills classes daily to develop learning and compensatory strategies that will enhance the progress that they make in their general education courses. Compensatory strategies are simply ways to use your strengths to compensate for your weaknesses. For example, reading compensatory strategies are thinking strategies that empower the reader to have a reflective cognitive learning style that renders interactive and meaningful dialogue between the reader and the printed page. Other areas addressed include test taking, study skills, and an emphasis on self-advocacy.

Real Life Math: The purpose of this course is to provide the individual students the opportunity to review and expand their knowledge and experience in the area of math skills as they relate to real life situations. Areas to be addressed will include the following: money skills, purchasing goods and services, banking skills, measurement, time and scheduling, the use of the calculator with the 4 basic operations, solving word problems, payroll, taxes and deductions.

Real Life English: Real Life English will cover a wide variety of topics that will all relate to the day-to-day living skills of the individual student. Areas to be addressed include the following: reading comprehension at the student's individual level, vocabulary development, getting a job: applications, cover letters, telephone skills, want ads, daily writing in a journal, reading the newspaper, participation in class, language development and communication, reading for enjoyment, and awareness of community services.

Life Skills Program: The focus of this program is to provide an age appropriate, functional and inclusive education for students with moderate to intensive special needs. The curriculum includes reading, writing, math, functional life skills, activities of daily living, and pre-vocational training. Science and social studies are taught either in the life skills program or in the regular education setting with modifications. Integration into the regular education setting is determined by the student's IEP. Positive outcomes for transition into adult services are a priority at the high school.

Mobile On Site Vocational Education (M.O.V.E): The high school students in Project M.O.V.E. have been recommended through the TEAM process and attend classes at the high school for part of the day and then attend the M.O.V.E. program for the remainder of the day. These students typically need direction in the areas of social/personal behavior, classroom achievement and/or appropriate attendance levels. M.O.V.E. is an alternative vocational training program and it is a site-based training in the food trade area. The primary goal is to help students gain vocational skills and develop appropriate work behaviors to better equip them for the world of work.

In-School Work Experience: The In-School Work Experience program provides each student enrolled the opportunity to have a hands-on work experience in various skill areas. The intent of this high school program is not to train the student for a specific job, but to build and master general employable skills.

These skills include following directions, responsibility and time management, completing a task, troubleshooting and quality of work. These are all areas that students must master to possess a job. This course is aligned with the Massachusetts Curriculum Frameworks.

Total # of Students Receiving Special Education Services	Total # of Students Identified with Moderate Needs Requiring Intensive Services	Total # of Students Identified with High Needs Requiring Intensive Services	# of students in the ELC Program	# of Special Education Teachers	Total # of Special Education Aides	Total # of ABA Technicians
232	129	20	8	11	7	8
% of Moderate and Intensive Special Needs	64%					

Summary

Shrewsbury Public Schools provides a variety of intensive special needs services and programs across the district. The district continues to be creative in the types of services and programs available for students who have complex and intensive special needs as an alternative to out of district placements. One of the goals for the district is to develop an Elementary Intensive Educational Center for students who require all their educational programming in a substantially separate program. This will allow for greater and more effective use of resources as well as provide each student with a unique program that meets their individual needs. The program would have no more than eight students in the program across K-4 with one special education teacher and appropriate paraprofessional staff support.

Shrewsbury Public Schools will continue to evaluate the effectiveness and efficiency of the intensive special needs programs and will ensure that all students are provided with a Free, Appropriate Public Education that addresses their unique learning needs.